



Grade Level: K-5**Time Needed:** Two to four class periods

Lesson Plan:

Culture Quilt

SUMMARY

The concept of culture may be new, or difficult, for some students to understand. Although students may be aware that some of their friends practice a different religion, have skin of a different color, or have different family traditions, they may not be aware that those things make up a person's culture—or of the importance of acknowledging that we all come from different cultures.

In this lesson, students will explore their own culture and make connections to other cultures—exploring the similarities and differences among cultures and developing an appreciation for cultural diversity in our global community.

OBJECTIVES

- Students will be able to define themselves in terms of their own culture by illustrating a Culture Quilt square (see reproducible below).
 - Students will be able to discuss similarities and differences among cultures within their own class.
 - Students will research the culture and customs of children in Afghanistan, Pakistan, or Tajikistan by viewing the videos and photos provided and using additional resources (located in the Pennies for Peace Toolkit section).
 - Students will be able to compare and contrast their culture with Central Asian cultures.
 - Students will be able to identify and discuss problems that arise from cultural differences and determine steps to overcome them.
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SUBJECTS

- Language Arts
- Social Studies
- Art



CULTURE QUILT *continued*

ESSENTIAL QUESTIONS

- What is culture? *Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, and social habits to music and arts.*
Source: <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>
 - What is your culture?
 - How do cultures differ within our community?
 - How do cultures differ from city to city within the United States, or the world?
 - How do multiple cultures contribute to the richness of a community?
 - How might cultural differences cause problems in our local community, or the global community?
How might those problems be overcome?
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RESOURCES AND MATERIALS

- Culture Quilt square reproducible (see reproducible below)
- Crayons, markers, magazine clippings, glue
- Fact sheets (located in the Pennies for Peace Toolkit section)
- Printable Map (located in the Pennies for Peace Toolkit section)
- Videos (located in the Pennies for Peace Toolkit section)
- Photos (located in the Pennies for Peace Toolkit section)
- Research tools such as newspapers, news magazines, and, if appropriate, the Internet
- Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>
- Additional References (located in the Pennies for Peace Toolkit section)

**CULTURE QUILT continued****LESSON**

1. Conduct a whole-class discussion about culture. We are all part of a culture. Many of us come from families that are made up of more than one culture. Culture can be defined as the traditions, knowledge, and beliefs passed down from one generation to the next. For example, the foods we eat, the way we dress, the holidays we celebrate, and what we do for fun are all things that make up our culture.
2. Have students brainstorm the various parts of their culture. Record student responses on the board. What do children in our region of the United States do for fun (e.g., play soccer, watch cartoons)? What foods do we eat? What holidays do we celebrate? What social habits do we practice (e.g., handshake, table manners, respectful habits of speech)?
3. Facilitate a discussion of similarities as well as differences among students in the same class. For example, some students celebrate Christmas, while others celebrate Hanukkah. Discuss similarities and differences without judgment.
4. Explain the Culture Quilt activity: Students will complete their own Culture Quilt square by filling in each of the smaller squares (see printable below). Depending on grade level, students may illustrate with crayons, markers, collages made from magazine clippings, etc.
5. Once the quilt squares are complete, staple or pin them together on a bulletin board to create a Class Culture Quilt.
6. Have a whole-class discussion about the “quilt,” or ask students to journal or write an essay based on these questions:
 - How are the quilt squares similar?
 - How are they different?
 - If all of the squares were the same, might the quilt be a bit boring?
 - Is it important to be accepting of cultural differences? Why?
 - How might acceptance of differences translate into actions in the classroom?
 - Why are some people not accepting of cultural differences? Can you think of three ways to overcome those barriers to acceptance?
7. Depending on the amount of time that you have to teach this lesson, you may opt to have students research Afghanistan, Pakistan, and Tajikistan using the resources listed above, plus other resources at your disposal. If you have students or teachers at your school from one of these countries, invite them to speak to your class about their experiences. Then have students work together to complete a Culture Quilt square for the speakers’ countries. Once those squares have been created, have a class discussion or prompt students to journal about these questions:
 - What is similar about your quilt squares and those of the Afghani/Pakistani/Tajikistani cultures?
 - What are the differences?
 - Why do cultures differ from place to place? (Facilitate student discovery of some of the



CULTURE QUILT *continued*

reasons for cultural differences. For example, clothing standards may vary because of climate and/or because of religious beliefs. Traditional foods may vary based on what resources are available in the region, etc.)

- Display your quilt in a prominent area of your school so that other teachers, students, and parents can admire the work of your class!
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IDEAS TO ENCOURAGE ALL LEARNERS

- English Language Learners
 - Give students a Word Bank with vocabulary that will help them with the discussion.
 - Encourage students to share with the class a bit about their native culture and/or the culture(s) in the country where they lived prior to moving to the United States. Students might bring in traditional clothes, music or songs, or food to help educate their peers about their culture.
 - Special Education
 - Ensure that students understand each of the four quadrants in the Culture Quilt square, and allow them to verbally “fill in” each quadrant if necessary.
 - Gifted and Talented
 - Have students journal or write an essay based on these questions:
 1. My favorite thing about my culture is...
 2. My least favorite thing about my culture is...
 3. One thing I would like to learn more about regarding another culture is...
 - Have students write an essay reflecting on this quote from Cesar Chavez: “We need to help students and parents cherish and preserve the ethnic and cultural diversity that nourishes and strengthens this community—and this nation.”
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EXTENSION ACTIVITIES

- If you have access to students, teachers, or parents who have lived outside the United States, invite one or more of them to speak to the class about their experiences and that culture.
- Have a Cultural Day where students wear an article of clothing, bring in food, or teach a song or dance that is specific to their culture.
- Celebrate “World Day for Cultural Diversity for Dialogue and Development” on May 21! The United Nations Educational, Scientific, and Cultural Organization (UNESCO) adopted Diversity Day in 2001, following the September 11 terrorist attacks. As Irina Bokova, Director-General of UNESCO, says: “It is our responsibility to develop education and intercultural skills in young people to sustain the diversity of our world and to learn to live together in the diversity of our languages, cultures, and religions, to bring about change.” This is a fantastic opportunity to launch, or celebrate the end of, your class’s Pennies for Peace campaign.



CULTURE QUILT continued

- Have students write an essay or create a piece of art, a poem, or a song reflecting on cultural diversity.
 - How does having a variety of cultures make our world more interesting?
 - How might cultural differences cause problems in our global community? How might those problems be solved?

DIGITAL ACTIVITIES

- Using familiar classroom digital tools, encourage students to make digital culture collages. Each collage should have a unifying cultural theme such as weddings, parades, clothing, religion, children, games, or food. Students can upload their images to a common location, creating a virtual gallery of collages. Consider using a free online program or app to produce a digital webpage or wiki for displaying the collages.
- Use Internet resources to put together an audio playlist of music from each of the countries studied. Older students can create their own lists and share them. Select specific categories of music to feature on the playlists, such as pop, national anthem, classical, or dance music. Discuss similarities and differences in style and instrumentation.
- Have students search online using classroom Internet resources to select video clips of folk dances from each country studied. Discuss elements of tradition and culture evident in the clips.
- Create a video playlist for students, or have older students search for their own video clips of television ads from each of the countries studied. Encourage students to list elements of culture evident in the television clips.

Tell us about your project! We'd love to see samples of your Culture Quilt or hear about how your class celebrated culture or Diversity Day. Send photos and/or descriptions to info@penniesforpeace.org.



Culture Quilt Square

Name: _____

Date: _____

1. List the elements of your culture in each small square and use crayons, pencils, or markers to illustrate them. Or make a collage in each small square using magazine photos.
2. When you have completed all four items, cut on the dotted lines below.

MY FAVORITE CLOTHES:

MY FAVORITE FOODS TO EAT:



SOMETHING I DO FOR FUN:

A FAMILY TRADITION:

**Grade Level:** K-5**Time Needed:** Two to four class periods**Lesson Plan:**

How Does *Where We Live* Influence *How We Live*?

SUMMARY

There are a variety of factors that influence our lives and our standard of living. A wealthy country with an established government, proper infrastructure, and a stable economy can provide its citizens with a good job market, safe roads, public transportation, access to food and medical care, and a free education. Conversely, unstable governments, natural disasters, limited economic opportunities, and extreme social factors are among a few of the many influencers that can have a profoundly negative effect on the lives of a country's citizens.

In this lesson, students will explore the connections among these influencers in Afghanistan, Pakistan, and Tajikistan, as well as in the United States. Students will identify those factors that have the most influence on the lives of a country's citizens; and they'll explore the connection between these geographic, economic, social, and political factors and peace. Students will work in small groups to create a presentation around their findings, sharing the information and their conclusions with the class.

OBJECTIVES

- Students will research and synthesize information.
- Students will use critical thinking skills to draw conclusions.
- Students will demonstrate an understanding of distinguishing geographic, economic, social, and political characteristics and conditions in Afghanistan, Pakistan, Tajikistan, and the United States.
- Students will compare and contrast distinguishing geographic, economic, social, and political characteristics and conditions in Afghanistan, Pakistan, Tajikistan, and the United States.
- Students will analyze and interpret the relationship between geographic, economic, social, and political characteristics and conditions in Afghanistan, Pakistan, Tajikistan, and the United States and the lives of the citizens living in those countries.
- Students will demonstrate understanding and apply learning by working individually or in small groups to create a presentation to display the data.
- Students will demonstrate understanding and apply learning to a performance-based project by working individually or in small groups to present their work.

SUBJECTS

- Language Arts
- Economics
- Social Studies (History, Politics, Geography/Human Geography)
- Speech (Oral Presentation Skills)



HOW DOES *WHERE WE LIVE* INFLUENCE *HOW WE LIVE*? continued

ESSENTIAL QUESTIONS

- What are geographic characteristics and conditions (such as rivers, mountains, or extremely cold temperatures)?
- What are economic characteristics and conditions (such as opportunities for people to work)?
- What are social characteristics and conditions (such as religion and values)?
- What are political characteristics and conditions (such as governments)?
- What are the connections between a country's geographic, economic, social, and political characteristics and conditions and the lives of its citizens?
- How do a country's geographic, economic, social, and political characteristics and conditions influence or affect the lives of its citizens?



HOW DOES *WHERE WE LIVE* INFLUENCE *HOW WE LIVE*? continued

RESOURCES AND MATERIALS

- Poster board, markers, magazines, scissors, glue, sticky notes, index cards, etc.
- Research tools such as newspapers, news magazines, and, if appropriate, the Internet
- Videos (located in the Pennies for Peace Toolkit section)
- Photos (located in the Pennies for Peace Toolkit section)
- Fact sheets (located in the Pennies for Peace Toolkit section)
- Printable Map (located in the Pennies for Peace Toolkit section)
- Glossary of Terms (located in the Pennies for Peace Toolkit section)
- Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>

LESSON

1. Introduce your students to Afghanistan, Pakistan, and Tajikistan using the resources listed above, plus other resources at your disposal. If you have students or teachers at your school from one of these countries, invite them to speak to your class about their experiences.
2. Discuss the Essential Questions with your students. Ensure that students understand the difference between geographic, economic, social, and political conditions by giving an example of each.
3. Depending on the number of students in your class and the amount of time that you have to teach this lesson, you may opt to have a whole-class discussion, or to divide your students into small groups. Options include:
 - **Whole Class**

As a class, discuss the geographic, economic, social, and political conditions that exist in Afghanistan, Pakistan, or Tajikistan. Help students make the connection between a rural and challenging geographical environment, a poor economy where there aren't enough jobs, social norms (like not allowing girls to attend school), and political challenges like war—and how those conditions affect the lives of people living in that country. For example, if a village is located in the mountains and there aren't good roads, might it be hard for the children who live in that village to get to school?
 - **Three Small Groups**

Divide your students into three groups: one group to research Afghanistan, one to research Pakistan, and one to research Tajikistan. Each group will research the geographic, economic, social, and political conditions for its assigned country *and* the United States, and explore, compare, and contrast how those conditions affect the lives of citizens.
 - **Four Small Groups**

Divide your class into four groups: one group to research Afghanistan, one to research Pakistan, one to research Tajikistan, and one to research the United States. Each group will research the geographic, economic, social, and political conditions for its assigned country and explore, compare, and contrast how those conditions affect the lives of citizens.



HOW DOES *WHERE WE LIVE* INFLUENCE *HOW WE LIVE*? continued

- **Four Small Groups (limited time)**
Choose only one country (Afghanistan, Pakistan, or Tajikistan) and divide your class into four groups. Each group will research one type of condition for the country chosen—geographic, economic, social, or political—and explore how the condition affects the lives of citizens.
- 4. For groups studying the **geographic characteristics**, ask students to create a map of their assigned country, labeling distinguishing geographic characteristics such as major cities, mountain ranges, bodies of water, and natural resources, e.g., gold, oil, and lumber.
- 5. For groups studying the **economic characteristics**, have students make a chart to show economic conditions such as the average family income, the gross domestic product, the unemployment rate, and the percentage of citizens living below the poverty level.
- 6. For groups studying the **social and cultural values and norms**, have students make a collage using pictures from magazines or other resources to display information such as religion, average age of marriage, literacy rate, basic human rights, and civil liberties.
- 7. For groups studying the **political history**, have students create a timeline that includes the type of government/leadership and rights of individuals under that leadership. Have students identify periods of war and peace, and the country's current political status.
- 8. Once students have completed their research, have them draw conclusions about how the country's geographic, economic, social, and political conditions affect the lives of its citizens. For example, in some cultures people believe that girls should not attend school. How might that belief affect the lives of girls and women in that country? In turn, how might that belief affect a woman's children, the quality of life in that woman's village, and the economic opportunities for women and the country as a whole? Does the country have a wealth of natural resources? Can those resources be used to sustain the economy? A country without a stable economy will have high unemployment and high levels of poverty. That government will be unable to tax its citizens, and so there will be no money to build schools and hire teachers.
- 9. Finally, have students work in groups using their illustrated map, chart, collage, or timeline to present their findings to the class. Post your art projects around the classroom or in a prominent part of the school for others to enjoy and learn from.

Note: It is important to help students understand that wealth does not necessarily result in a high standard of living or happiness. A small village where everyone has an opportunity to get an education, work, and live in peace may be optimal in comparison to a large city where citizens have more money but fewer civil liberties. Encourage students to research facts, but also to be wary of their own biases based on *our* culture.



HOW DOES *WHERE WE LIVE* INFLUENCE *HOW WE LIVE*? *continued*

IDEAS TO ENCOURAGE ALL LEARNERS

- English Language Learners
 - Give students a Word Bank with vocabulary that will help them with the discussion.
 - Ensure that students understand the Glossary of Terms (located in the Pennies for Peace Toolkit section)
 - Encourage students to share with the class the geographic, economic, social, and political conditions that exist in the country where they lived prior to moving to the United States.
- Special Education
 - Allow students to work together in small groups.
 - Have students research just one of the conditions, such as geography.
- Gifted and Talented
 - Have students research, compare, and contrast the geographic, economic, social, and political conditions of several *developed* countries, such as the United States and France, or the United States and Japan.

EXTENSION ACTIVITY

- If you have access to students, teachers, or parents who have lived outside the United States, invite one or more of them to speak to the class about their experiences—focusing on the geographic, economic, social, and political characteristics of their country.

DIGITAL ACTIVITIES

- Have students use free online classroom collaboration tools (such as Wiggio or Edmodo) to work on this lesson inside and outside class time. Take time to familiarize students with one feature of the program at a time. For example, provide some training and practice using the shared calendar, assigning/recording specific roles to team members, videoconferencing, and messaging one another.
- Have students collect all their findings and organize the final product using a wiki format. Use a free online wiki program such as Wikispaces or Edmodo.

Tell us about your project! We'd love to see samples of your maps, charts, collages, and timelines. Send photos and/or descriptions to info@penniesforpeace.org.



Grade Level: K-5**Time Needed:** One to four class periods

Lesson Plan:

More Alike Than Unalike

SUMMARY

The great American poet Maya Angelou once wrote, “We are more alike, my friends, than we are unalike.” However, the concept of global citizenship and helping someone who lives halfway around the world can be difficult for students to comprehend. People have an easy time disassociating themselves from others who look different, have skin of a different color, speak a different language, eat unusual foods, or partake in a different religion. Students may have an easier time understanding and feeling compassion and empathy if they learn more about the children whom they are helping.

In this lesson, students will explore the connection between how an eighth-grade girl in Afghanistan lives—what time she wakes up in the morning, what she eats for breakfast, how she gets to school, etc.—and their own lives. Students will identify similarities and differences as they learn about another way of life and culture. Older students may opt to work in small groups to create a presentation around their findings, sharing information, thoughts, and feelings with the class.

OBJECTIVES

- Students will research and synthesize information.
 - Students will use critical thinking skills to draw conclusions.
 - Students will demonstrate an understanding of what life is like for a girl in Afghanistan, and compare and contrast her life with their own.
 - Students will apply learning to a performance-based project by working in small groups to present their work.
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SUBJECTS

- Language Arts
- Social Studies (History, Geography/Human Geography)
- Art
- Speech (Oral Presentation Skills)

**MORE ALIKE THAN UNALIKE continued**

ESSENTIAL QUESTIONS

- What are your hopes and dreams for your future?
- What is important to you and to the people whom you care about (your friends and family)?
- What is culture? (Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, and social habits to music and arts.
Source: <http://www.livescience.com/21478-what-is-culture-definition-of-culture.html>)
- Are there a variety of different cultures in the United States? Can you name a few?
- Is one culture better or worse than another?
- Can people of a different culture, who live very far away, share the same hopes and dreams as you?

**MORE ALIKE THAN UNALIKE continued****RESOURCES AND MATERIALS**

- Poster board, markers, magazines, scissors, glue, sticky notes, index cards, etc.
- Video: *Gul Bahar: A Day in the Life of an Afghan Schoolgirl* (located in the Pennies for Peace Toolkit section)
- Additional videos (located in the Pennies for Peace Toolkit section)
- Research tools such as newspapers, news magazines, and, if appropriate, the Internet
- Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>
- Photos (located in the Pennies for Peace Toolkit section)
- Fact sheets (located in the Pennies for Peace Toolkit section)
- Printable Map (located in the Pennies for Peace Toolkit section)
- Glossary of Terms (located in the Pennies for Peace Toolkit section)

LESSON

1. Introduce your students to Afghanistan, Pakistan, and Tajikistan using the resources listed above, plus other resources at your disposal. If you have students or teachers at your school from one of these countries, invite them to speak to your class about their experiences.
2. Review the Essential Questions with students. Younger students may need help understanding the definition of “culture.” Allow plenty of time for questions and answers.
3. Explain to students that they are going to watch a video about an eighth-grade girl who lives in Afghanistan, named Gul Bahar. Have students view the video *Gul Bahar: A Day in the Life of an Afghan Schoolgirl* (located in the Pennies for Peace Toolkit section). Allow students to watch it several times, if necessary, so they can comprehend Gul’s day.
4. Revisit the Essential Questions. Do students have additional questions or thoughts after viewing the video?
5. Divide students into small groups and explain that they will work together to brainstorm some of the similarities and differences between Gul’s life and their lives. Have them take a piece of paper and fold it in half lengthwise—labeling the left side “THE SAME” and the right side “DIFFERENT.” Then allow students time to complete their chart—encouraging them to think about Gul’s day: her responsibilities, what she eats, how she gets to school, her chores and homework, and her dedication to education.
6. Have a small-group or whole-class discussion about the similarities and differences between Gul’s life and the students’ lives. Did Gul’s video change their thoughts about their own education? How?



MORE ALIKE THAN UNALIKE *continued*

7. Have students take turns presenting their findings to the class. They may present their chart, or create a collage, illustration, poem, song, or another piece of art to explain both the similarities and the differences—and how they feel about what they’ve learned.
8. If time is available, have students brainstorm ways to continue to make Gul “real” in their classroom. If Gul were to visit tomorrow, what questions would they have for her? What do they want to know about her life in Afghanistan? What would they like to tell her about their lives? Have students write letters to Gul, create a video about *their* life that they might share with Gul, or create artwork for her.

Note: It is important to help students understand that although Gul’s life may seem hard (or even cruel) by U.S. standards, she is a happy child. Wealth by our standards does not necessarily equal happiness. Gul lives in a culture very different from our own, but she shares the same (or perhaps a more dedicated) commitment to her education. Encourage students to look at facts, but also to be wary of their own biases based on *our* culture.

IDEAS TO ENCOURAGE ALL LEARNERS

- English Language Learners
 - Ensure that students understand the Glossary of Terms (located in the Pennies for Peace Toolkit section)
 - Encourage students to share with the class a bit about what school is like in the country where they lived prior to moving to the United States.
 - The video has title cards. Pause the video when the title cards appear—giving students time to read and understand the words.
 - Special Education
 - Allow students to view the video as many times as necessary and encourage small-group work when creating their chart(s).
 - Gifted and Talented
 - Have students journal or write an essay based on these questions:
 1. If students could change one thing about Gul’s life—one thing that would enhance her education—what would that be?
 2. If students could choose one thing from Gul’s life to incorporate into *their* lives, what would that be?
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EXTENSION ACTIVITIES

- If you have access to students, teachers, or parents who have lived outside the United States, invite one or more of them to speak to the class about their experiences. Was it easy for them to get to school? What was the school-day like in their native country?



MORE ALIKE THAN UNALIKE *continued*

- Have a whole-class discussion about culture. Ask students to describe *their* culture:
 - What clothes do they like to wear?
 - What do they like to eat?
 - What do they enjoy doing for fun?
 - What holidays do they celebrate?
 - Do they have family traditions?
 - Are there many different cultures in the class? In your city? In the United States? In the world?
 - How does having a variety of cultures make our world more interesting?
 - Can cultures change over time? How is the culture of your grandparents different from your own culture?
 - How might cultural differences cause problems in our global community? How might those problems be solved?
 - After the discussion, older students might journal or write an essay reflecting on these questions.
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DIGITAL ACTIVITIES

- Encourage students to create a spreadsheet or table using classroom digital tools. Younger students can practice word processing/editing skills as they type simple lists. Using the chosen digital format, students will work individually, in pairs, or in small groups to create a schedule for visiting or hosting Gul for a typical school day. For each entry/activity on the schedule, students should explain why that particular activity would be important to include.
- Students can create storyboards and produce their own “Day in the Life...” videos similar to Gul’s video. Students can work in small groups to present their storyboards and discuss reasons for including each scene in their video.

Tell us about your project! We’d love to see samples of your charts, letters to Gul, or artwork. Send photos and/or descriptions to info@penniesforpeace.org.

**Grade Level:** K-5**Time Needed:** One to three class periods**Lesson Plan:**

The Power of a Penny

SUMMARY

Pennies for Peace is a service-learning program that raises money to provide funds to build new schools, repair and improve existing schools, and purchase equipment—such as uniforms, furniture, and school supplies—for students and teachers in Afghanistan, Pakistan, and Tajikistan. Pennies for Peace teaches young people the importance of taking action for something that is important to them. It shows them that no matter how big or small you are, you can make a difference for others—often in a profound way—by committing to a cause that matters to you. The very first Pennies for Peace donation was from a group of elementary students in Wisconsin who collected pennies—and Pennies for Peace was born! Pennies for Peace is a wonderful service-learning campaign because almost everyone can collect pennies!

Pennies for Peace teaches children the rewards of sharing and working together to bring hope and educational opportunities to children in Afghanistan, Pakistan, and Tajikistan. A penny in the United States may have little worth, but in Afghanistan, Pakistan, and Tajikistan 12 pennies buys a pencil—and opens the door to literacy. In Afghanistan, Pakistan, and Tajikistan:

12 pennies = one pencil

70 pennies = one notebook

\$30 = one chalkboard

\$35 = one desk

\$1,000 = one teacher's annual salary

(Source: Central Asia Institute. Numbers reflect the average cost of school supplies in Afghanistan, Pakistan, and Tajikistan and may vary.)

In this lesson, students will research the power of a penny in terms of what a U.S. penny is worth (can buy) in other countries, thereby developing a better understanding of the positive effects the money that they collect will have on students in Central Asia.

OBJECTIVES

- Students will research the value of a U.S. penny in different countries.
- Students will use critical thinking skills to draw conclusions and form opinions.
- Students will demonstrate understanding and apply learning by creating a chart to support facts.
- Students will determine how they can make a positive contribution to the global community.

SUBJECTS

- Language Arts
- Math
- Social Studies (History)
- Art



THE POWER OF A PENNY continued

ESSENTIAL QUESTIONS

- Do all children, everywhere, get to attend school?
 - Is school always free, as it is in the United States?
 - Do you ever see a penny on the street and decide *not* to pick it up? Why or why not?
 - Is a penny worth much in the United States? How many pennies make one dollar? What can we buy with a penny? What can we buy with one dollar?
 - We use the dollar to compare U.S. money with money in other countries. Do you think a dollar is worth the same amount everywhere in the world?
 - Why might a dollar or a penny be worth more in some countries and less in other countries? What if you brought that same penny to a different country? What can you buy with the same amount of money in a different country?
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RESOURCES AND MATERIALS

- Central Asia Institute & Pennies for Peace Story (located in the Pennies for Peace Toolkit section)
 - Videos (located in the Pennies for Peace Toolkit section)
 - Photos (located in the Pennies for Peace Toolkit section)
 - Fact sheets (located in the Pennies for Peace Toolkit section)
 - Printable Map (located in the Pennies for Peace Toolkit section)
 - Research tools such as newspapers, news magazines, and, if appropriate, the Internet
 - Central Asia Institute blog, which can be found at <http://centralasiainstitute.org/field-notes/>
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LESSON

1. Introduce students to the Central Asia Institute & Pennies for Peace Story (located in the Pennies for Peace Toolkit section).
2. Have students use a map or globe to locate the United States, then their state and city. Then have students use the map or globe to locate Afghanistan, Pakistan, and Tajikistan.
3. Ask students if they think that collecting pennies can really make a difference for children all the way on the other side of the world who want to go to school. After all, in the United States we can buy only a few things with a penny. If we collect enough pennies, will that make a difference for children in Afghanistan, Pakistan, and Tajikistan? What if we only collect a few pennies? Could even a few pennies make a difference? Why or why not?
4. Talk about the components that make up your school, such as the building itself and all of the desks, books, chalkboards, and computers. Talk about the people who work in the school, such as teachers, front office staff, custodians, and the principal. Ask the students if they can name other things in the school that make it a great place to learn, such as P.E. equipment, art supplies, the playground, and the cafeteria.



THE POWER OF A PENNY continued

5. Ask students how much they think it cost to build your school. Could pennies help build a new school in your town? How many pennies would it take?
6. Working in small groups or as a class, have students use the chart below (or create their own chart) to compare the value of a penny with a school-related item in Afghanistan, Pakistan, or Tajikistan. For example, we know that in Pakistan, 12 pennies can buy one pencil. What can we buy with 12 pennies in the United States?
7. Then have students expand the chart, showing the value of one teacher's daily salary. What can students buy for \$3 here in the United States? For example, one bag of chips costs about \$3. Is that more or less valuable than having a teacher for an entire day?
8. Continue expanding the chart to compare the cost of education in Central Asia to the cost of commonly used items in the United States. Be sure to use items that students are familiar with.
9. Once the chart(s) are complete, have students form an opinion about the cost of school in Central Asia—helping them realize that even a small amount of money can make a big difference in those regions.
10. At the end of your campaign, have students count the pennies collected and determine exactly *what* they raised money to buy. For example, if your class collected \$200, help students discover that they paid for school supplies for 10 students! Have your students work together to create a poster depicting the students receiving their new school supplies, and hang it in your classroom for students to see all year!

IDEAS TO ENCOURAGE ALL LEARNERS

- English Language Learners
 - Give students a Word Bank with vocabulary that will help them with the discussion.
 - Ask students to talk to the class about the value of a U.S. penny, or a U.S. dollar, in their native country.
- Special Education
 - Have students work together to create their chart.
 - Offer one-on-one support for students who struggle with the concept of monetary value.
- Gifted and Talented
 - Have students create a chart noting (for one day or tracing over multiple days) the value of a U.S. dollar compared to the value of currency in the three countries that we are studying. Provide a fact sheet including currency exchange values for younger students, but allow older students to search for values online. Students may trace the value of a U.S. dollar over a week or a month to discover fluctuations in the worth of a dollar worldwide. In one column of their chart, ask students to convert the amount to pennies (i.e., divide each value by 100).



THE POWER OF A PENNY *continued*

EXTENSION ACTIVITIES

- Have students go online to discover and compare the value of other objects (not related to education) that we use in the United States to similar the value of objects in Afghanistan, Pakistan, or Tajikistan, such as the cost of a new book, a meal in a restaurant, an article of clothing, or a TV (helpful websites: CIA World Factbook and NationMaster).
- Should the United States keep the penny? Split the class in half: one side is the “yes” team, and the other side is the “no” team. Each team will gather facts/reasons in favor of keeping the penny or in favor of eliminating the penny from circulation in the United States. Each fact should be written separately and clearly on an index card. After the research phase, students should gather in discussion groups to eliminate duplicate cards or cards that don’t support their side of the debate. Allow students one final round of brainstorming to create more fact cards. Determine a preferred way of reading cards aloud and allow students to vote on the issue. You might give each student one final index card for the vote: on one side of the card they will write their vote, “yes” or “no,” and on the other side they will write an opinion statement (“why”). Finally, create a class display of findings by gluing cards end-to-end, creating two separate bars for a bar graph poster. Does your class vote agree with the poster findings?

DIGITAL ACTIVITIES

- Have students use a free online program to create a survey or questionnaire about the value of the penny and whether or not it is still relevant in the United States. They should administer their surveys to a group of people and present their results along with discussion of the challenges of creating and conducting a good survey.
- Using available digital publishing programs and/or photo editing programs, create flyers for your Pennies for Peace campaign. Print flyers to post around the school, and distribute the flyers electronically to a school email list.

Tell us about your project! We’d love to see samples of the charts or the posters that your students make. Send photos and/or descriptions to info@penniesforpeace.org.



What Is the Value of a Penny?

Monetary amount in U.S. dollars	What can that buy in the U.S.?	What can that buy in Central Asia?
12¢	One piece of gum	One pencil
70¢		One notebook
\$3	One bottle of juice or sports drink	A teacher's salary for a whole day
\$5		
\$50	Four movie tickets	A student's school supplies for one year
\$100		
\$500		
\$1,000	A new mobile phone	A teacher's salary for an entire year
\$5,000		